As PA transitions to the Common Core Standards, focus on the defined content in the PA Academic Standards should continue, as well as emphasis on areas derived from Common Core.

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| **Continued Emphasis** | **Specific Common Core Emphasis** |
| Interpreting and Analyzing Non-Fiction Text | * Analyzing the development of a central idea as it relates to the supporting details in a text (CC.8.R.I.2) * Analyzing how an author acknowledges and refutes opposition (CC.8.R.I.6) * Analyzing two texts that present conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (CC.8.R.I.9) |
| Interpreting and Analyzing Literature (Fiction and Literary Non-Fiction) | * Focusing on how specific lines of dialogue or incidents impact the work or characters as a whole (CC.8.R.L.3) * Analyzing how differences in points of view create effects as suspense or humor (CC.8.R.L.6) * Comparing the production of a text as it compares to the written text and evaluating the choices made by the director/ actors, etc. (CC.8.R.L.7) * Analyzing how a modern work draws on themes, patterns, and events of archetypal literature and then renders it new (CC.8.R.L.9) * Examining the structure of a specific paragraph within a text and the impact of its syntactical construction (CC.8.R.I.5) |
| Vocabulary Development | * Analyzing impact of specific word choices on meaning and tone, including analogies and allusions to other texts (CC.8.R.L.4) |
| Types of Writing  Quality of Writing | * Developing a narrative voice through point of view, dialogue, description and structure of events (CC.8.W.3.a) (CC.8.W.3.b) * Writing literary analysis as it pertains to archetypal themes, events, and ideas (CC.8.W.9.a) * Writing routinely for various purposes, various audiences, and in varying time frames. (CC.8.W.10) * Writing to develop the analytical process (CC.8.W.9) * Using active and passive voice verbs and conditional and subjunctive mood to create a particular effect (CC.8.L.1.b) |
| Research | * Conducting short research projects to answer a self-generated question and develop questions that allow for multiple avenues of exploration. (CC.8.W.7) * Developing research strategies for the purpose of gathering and utilizing multiple print and digital sources, assessing them for credibility and accuracy. (CC.8.W.8) * Quoting and paraphrasing resources, while following the standard format for citations and avoiding plagiarism (CC.8.W.8) |
| Speaking and Listening | * Building on others ideas to clarify one’s own ideas (CC.8.SL.1.d) * Preparing for discussion through reading, note taking, and text annotating (CC.8.SL.1.a) * Following rules for collegial discussion (CC.8.SL.1.b) * Posing questions that connect to the discussion of others (CC.8.SL.1.c) * Learning to effectively agree to disagree (acknowledging the views of others and justifying their own view) (CC.8.SL.1.d) * Evaluating the soundness of a speaker’s persuasive claim (CC.8.SL.3) * Delivering a persuasive speech (CC.8.SL.4) * Adapting speech to audience and task, demonstrating an ability to implement formal and informal style as needed (CC.8.SL.6) |
| Conventions of Standard English | Foundational grammar should be taught in the context of reading, writing, and speaking.   * Using verbals and understanding their function in sentences (CC.8.L.1.a) * Employing active and passive voice (CC.8.L.1.b) * Understanding mood of verbs (i.e., indicative, imperative, interrogative, conditional and subjunctive) (CC.8.L.1.c) * Correcting shifts in verb voice and mood (CC.8.L.1.d) * Implementing the use of an ellipses (CC.8.L.2a) CC.8.L.2b) |
| Technology Literacy | * Evaluating the advantages and disadvantages of using different forms of media to present a particular topic (CC.8.SL.5) * Using technology to publish, present, and collaborate on written work (CC.8.W.6) |